UNIVERSITY of WASHINGTON TACOMA

TEDUC 538: Classroom Assessment: Critical Issues

TEDSP 544: Special Education Assessment & Evaluation

Name: _____ Date: _____

Final Activity
Due August 19, 2009 by 5:00 pm

There are 100 points possible on this comprehensive final activity. **This exam is to be completed individually**. However, it is open-book and open-note. The test includes two categories of questions. The first category of questions (4 questions; each is worth 10 points) is constructed in a short answer/interpretive exercise format. The final group of questions is constructed in an essay format. There are 3 items with a total of 60 points possible in this group. Please read each question carefully and complete it as best you can.

Short Answer: Part I
Please complete 2 of the following 3 items. Each item is worth 10 points.

1. The following represents an item analysis performed on the first 2 items of a multiple-choice test. Each table provides information about one item and the 5 choices (A-E) that the students had. The correct choice is indicated in parentheses—for example, (A) is the correct choice for Item #1. The numbers within the table are the **percent** of students who from each group (Upper quarter, lower quarter and all students) who selected the specific response.

Item # 1	(A)	B	C	D	E
Upper ¼	36	21	2	31	10
Lower ¼	30	25	1	37	7
All Students	41	23	2	30	4

Item #2	A	B	(C)	D	E
Upper ¼	7	7	80	7	0
Lower ¼	14	21	40	21	0
All Students	10	12	60	14	4

For EACH ITEM provide the following information:

a) What is the difficulty index? (2 pt.)

b) What is the item discrimination index? (4 pts.)

c) What should be done with item #1? What about item #2? (4 pts.)

2. You are a fifth grade teacher and it is the beginning of the school year. You screen all students for math difficulties and strengths. Score Elizabeth's Math CBM using digits correct in the answer only (see handout). Your next tasks are to compare her performance to national standards in order to determine risk status and ROI, set a reasonable 10 week M-CBM goal, then explain Elizabeth's performance and goal to her parents (10 pts).

   a) Digits Correct (2 pts.) _____

   b) Approximate percentile rank (1 pt.) _____

   c) Risk Status (check one) (1 pt.)

      a. Low risk _____

      b. Some risk _____

      c. At risk _____

   d) ROI for her grade level and percentile rank (2 pts.) _____

   e) Extended objective (goal) in 10 weeks. In other words, what is a reasonable goal for her 10 weeks from the date of your screening? (2 pts.)

   f) Explain Elizabeth's performance and extended objective to her parents: (2 pts.)

3. Explain how you will understand and monitor the emotional/behavioral needs of your students. In your response, provide the following: 1) At least two ways in which your will assess student emotional/behavioral functioning in the first two months of school (i.e., screening) (4 pts.); 2) How you will think functionally about student problem behavior (4 pts.); and 3) a plan for monitoring the emotional/behavioral progress of students who need extra support (3 pts.). Be specific (10 pts total).

4. You just completed your diagnostic math assessment with 3 third grade students who you identified as at-risk for reading difficulties. Your next task is to determine what skill to address with these students. Here are their percentile ranks (PR) on the diagnostic math measure—the Iowa Test of Basic Skills (ITBS). The ITBS has a mean standard score of 100 and a standard deviation of 15. Parents and educators caring for these children are very interested in finding out how to build their math skills.

   Your class:

	Math Facts		Operations		Problem Solving	
	PR	SS	PR	SS	PR	SS
Apple		73	2			71
Daisy		88	13			89
Zeke	16			82	18	

   a) Complete the table by adding the missing percentile ranks or standard scores. (2 pts.)

   b) Explain Apple's math performance in simple terms to her mom and tell her what skill you plan to address first. (5 pts.)

   c) Zeke's mom asks if Zeke's performance on the math facts subtest was average, below average, or above average compared to peers. How would you respond? Explain your response. (3 pts)

Applied Knowledge: Part II

Please complete each item. There are 3 items with a total of 60 points possible. *Please read each question carefully*. You are encouraged to use materials on blackboard, online materials, course notes, the textbook or any other materials to answer questions. Good luck!!

1. Developing a CBM Graph. Complete the six questions below using the data provided. *Please read the paragraph below and each question carefully* (25 points)

   You are a 6th grade teacher. You do 3 DIBELS 6th grade Oral Reading Fluency probes at the beginning of the year with each of the kids in your class. It the first week of the school year and John has just begun the sixth grade. You want to monitor John's progress weekly beginning (baseline) on September 1st, 2008 and continuing until December 15th, 2008. John's Words Read Correctly Per Minute (WRCM) was 57 (probe 1), 65 (Probe 2), and 60 (Probe 3). You select 71 WRCM as his quarterly goal to be achieved by December 15th (in 15 weeks). Weekly monitoring of John's Oral Reading Fluency is planned across the quarter.

   You (the teacher) obtain the following data:

   Week 1: 60
   Week 2: 62
   Week 3: 63
   Week 4: 64
   Week 5: 64

   a) Determine risk status for John using state AND 2 different national reading benchmarks. (5 pts.)

   b) What is the ROI for the norm population of 6th graders at John's level of performance? (3 points)

   c) What ROI will be expected of John this quarter? Provide justification for this ROI? (3 pts)

   d) Write a good extended objective for John in the area of oral reading fluency. See quarterly goal articulated in paragraph above. (6 pts.)

   e) Construct a graph (use the one on the next page or create one using a graphing program like BAM) including baseline performance, points for each week, phaseline, and an aimline. (8 pts.)

2. Classroom Assessments
You are interviewing for your dream job at your grade level/subject area of interest (choose any grade K-8 and subject area). The superintendent of the school district is interviewing you. She asks four related questions: (15 points)

   a) "What are five assessments that you plan to use in your classroom?" Include at least two formative assessments in your response. (3 pts.)

   b) "Why do you prefer these assessments above other ones?" Be specific—discuss each assessment you mentioned in your response to 2i (above). (3 pts.)

   c) "How will you integrate Bloom's Taxonomy into these assessments?" (3 pts.)

   d) How do you plan to increase the validity of the 5 assessments you plan to use in your class? Be specific—discuss each assessment you mentioned in your response to 2i, 2ii and 2iii (above). (6 pts.)

3. You are developing a unit plan in the subject area and grade level of your choosing. ***You cannot use the responses you used for your previous quizzes for this item*.** Your task is to articulate the subject area, grade level, unit topic, GLE(s) that will be addressed in the unit, extended objective of the unit, lesson topic for your first lesson in the unit, GLE(s) that correspond to the first lesson topic, and a learning target for the first lesson (lesson 1). The next step is the development of a formative assessment rubric that you and the students could use to evaluate progress toward meeting the learning target for lesson 1 (20 points total).

   a) Subject Area _____

   b) Grade Level _____

   c) Unit topic:

   d) GLE(s) to be addressed in the unit (2 pts.):

   e) Extended Objective for the unit (3 pts.):

   f) Lesson Topic (for lesson 1):

g) GLE(s) corresponding to lesson 1 (2 pts.)

h) Learning Target for lesson 1 (2 pts.)

i) Formative Assessment of the learning target rubric for lesson 1 (4 pts.).

j) Describe a performance assessment to assess the extended objective for the unit (3 pts.)

k) Develop a performance assessment rubric to evaluate the performance assessment (4 pts).